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ABSTRACT

This annotated bibliography is about studies of educational environment. Environment is defined as being those social, intellectual, and physical conditions and happenings that effect the growth and development of humans. The educational environment is a powerful determinent of human behavior, and the intention here is to report research studies and articles that will help teachers and parents better understand the importance of environment in the educational process. This is not a totally comprehensive list of works in educational environments but is a selected bibliography centering on 6 dimensions of environmental studies. The dimensions are: (1) College and University Educational Environment; (2) Secondary School Educational Environment; (3) Elementary School Educational Environment; (4) Home Environmental Factors; and (5) Socio-economic Environmental Factors. (Author)

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ENVIRONMENTAL STUDIES: AN ANNOTATED BIBLIOGRAPHY

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by
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INTRODUCTION

This annotated bibliography is about studies of educational environment. I define environment as being those social, intellectual, and physical conditions and happenings that effect the growth and development of humans. The educational environment is a powerful determinent of human behavior and the intention here is to report research studies and articles that will help teachers and parents better understand the importance of environment in the educational process. It is necessary for the reader to understand that this is not a totally comprehensive list of works in educational environments. Rather, it is a selected bibliography centering on six dimensions of environmental studies. The dimensions are:

I. College and University Educational Environment

II. Secondary School Educational Environment

III. Elementary School Educational Environment

IV. Classroom Educational Environment

V. Home Environmental Factors

VI. Socio-Economic Environmental Factors

Also, the annotations included are limited to selections from documents in the Educational Resources Information Center, in periodical references, and in Disseratation Abstracts.

It is hoped that this bibliography will be periodically revised and expanded so that it will be possible to include additional sources of reference and to keep current on the trends in environmental studies.

RLS

COLLEGE AND UNIVERSITY EDUCATIONAL ENVIRONMENT

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC):

Billings, E. "Assessment of the Intellectual-Social-Cultural Environment which is Characteristic of a Private Junior College for Women," (1966), ERIC Number ED 010 098.

> The junior college environment of a residential, 2-year private college for women was investigated in terms of the five dimensions measured by the College and University Environment Scales (CUES) - practicality, community, awareness, propriety, and scholarship. Also, the study was designed to: (1) compare the perception of characteristics by students, alumnae, and faculty; (2) assess changes that may occur in student perception during college residence; (3) discover implications governing admission policy and curriculum planning, and (4) evaluate the usefulness of the CUES. At the time the study was initiated results of CUES were available for 1963-64. Between 1964 and 1966 the scales were administered to all students and to three sample alumnae groups (n=100 for each group of alumnae and 510 for all students). The "66 plus" method of scoring was the principal approach used in the study. Scores were obtained on the five scales for all groups and subgroups in the study. The chi-square test was used in determining the significance of differences. It was generally concluded that the study does not provide a basis for evaluating the effectiveness of CUES in a multipurpose, nonresidential, 2-year college. The failure of the college's profile to coincide with patterns found in 4-year schools suggests the need for further research. CUES seemed to have been adequate for the purposes of the study. A total of forty-one specific conclusions were reached.

Centra, J. "Student Perceptions of Residence Hall Environments -- Living-Learning vs. Conventional Units," (March, 1967) ERIC Number 011 667.

> Living-learning residence halls which include classrooms, recreation facilities, and faculty offices along with the dormitory rooms were compared to the more conventional residence halls. It was expected that the living-learning halls fostered a more intellectual and cohesive atmosphere. Undergraduates in a large university who resided in one of six groups of conventional halls or four living-learning halls were given the College and University Environment Scales (CUES). The questionnaire sought to determine student perceptions of both the residence halls and of the total university environment. In the analysis of the five scales of the CUES, the living-learning residence halls rated about in the middle with the conventional

halls showing both the highest and lowest levels. This suggests that the living-learning residence units alone do not provide an intellectual atmosphere. The students perceived the total university environment about the same as they perceived their residence hall environment. The report suggests the need for further study on what happens in those residence halls having a more intellectual environment.

Cohen, R. "Students and Colleges: Need-Press Dimensions for the Development of a Common Framework for Characterizing Students and Colleges," (1966) ERIC Number 011 083.

The nature of the interacting relationship between personality characteristics of college students and environmental characteristics of the instituions they attend was explored. Student personality was measured for samples from fifty-five colleges and universities by the Activities Index (AI), an instrument designed to measure personality needs. Press, considered a measure of environment, was measured by the College Characteristics Index (CCI). Scores summarized for the students in the samples for each college provided a picture of student personality and the environmental characteristics of the institution. The personality and environment scores for the fifty-five schools were intercorrelated and factor analysed. The resulting factors indicated that there were five dimensions representing the interaction of studert personality and institutional environment. The five factors, referred to as cultures, are (1) self-expression, (2) intellectual, (3) nurturant, (4) vocational, and (5) collegiate. The colleges were rescored in terms of the five factors extracted in this study. When examined according to their personality and environmental components, particular characteristics of institutions may be recognized as being congruent or not congruent in relation to the personality characteristics of students. Suggestions for further research in the area of personality and environmental congruence were made.

Delta College, University Center, Michigan. "A Look to the Future at Delta College -- a Report of a National Survey of Educational Environments, Summer 1966, Parts I and II," (1966) ERIC Number ED 011 452.

The Delta College summer project was conceived as an institutional study to investigate new methods and systems in education that could have immediate or potential value to Delta College. In addition to investigating innovative ideas by visiting almost fifty campuses, the team, composed of fourteen faculty members, addressed itself to a number of operational aspects. Particular emphasis was given to curriculum and instruction, learning and instructional resources, student personnel services, community services, and administrative functions and services. The

details of the findings in these areas make up the substance of this report. Each section in the balance of the study contains a definition or description of the area, a statement of the present situation at the college visited, references to experiences and findings of the members of the project team, and specific recommendations for Delta College. Most recommendations have been assigned a suggested priority for implementation.

Marks, E. "Personality and Motivational Factors in Responses to an Environmental Description Scale," (1967) ERIC Number 011 391.

Many of the 150 items forming the Pace College and University Environment Scales (CUES), an instrument for assessing college student perceptions of their environment, fall within the category of high response variability (50% true and 50% false responses). The author hypothesized that this variability is attributable to certain characteristics of the items and of the respondents. To test this notion, the responses of 570 Georgia Institute of Technology freshmen to the CUES items were related to four characteristics of the items, personality and motivational variables, and the students' reported familiarity with the Georgia Institute of Technology environment. A complete description of all variables, the grouping and analysis procedures, and discussion of results are included. Two item parameters (Pace's definition of item content, and the mean certitude that students assigned to the accuracy of their item response) and the eleven personality and motivational factors were found to be related to item response and item variance. Environment familiarity and ambiguity were not related to item response and item variance. References, tables, Pace's descriptions of five CUES scales, and a summary of 25 CUES items and their item parameters are appended to the report.

Stern, G. "Studies of College Environments," (1966) ERIC Number 010 647.

In an attempt to increase fundamental knowledge about the psychological characteristics of college environments, such characteristics were related to student attributes and to criteria of institutional excellence. The measuring instruments used for this purpose were the Activities Index (a personality measure) and the College Characteristics Index (a measure of environmental characteristics). Samples of students attending colleges of varied sizes and types were administered these questionnaires. Results were analysed in order to clarify the main psychometric properties of the two instruments as applied to college populations, the efficacy of factor scores, and the relationship of measures of institutional press and student need to educational objectives and their achievement. The data indicates that incoming freshmen generally share stereotyped expectations of college life that combine some of the most distinctive academic characteristics of the

elite liberal arts colleges with the community spirit, efficiency, and social orderliness of the church-related schools, causing a subsequent frustration and disillusionment on the part of students. It was proposed that, in addition to such conventional criteria used for evaluating colleges as plant and personnel, other measures of quantifying institutional measures be used, including those employed in this study.

Stricker, G. "Students' Views of Their College Environments," (1964) ERIC Number ED 003 328.

The investigation of one college community, focusing on students' perceptions of the college environment, their personality needs and academic achievements was the stated purpose of this study. The Activities Index (AI) and the College Characteristics Index - Pace and Stern (CCI) were administered to the sample of students. The AI was used to measure personality needs, the CCI, perceptions of the college environment which was scored on factors of intellectual climate and non-intellectual climate. Many correlational relationships are reported, discussed and analysed in detail over various variables, e.g. AI scores, SAT scores, GPA, etc..

Van Der Ryn, S., and Silverstein, M. "Dorms at Berkeley, an Environmental Analysis," (1967) ERIC Number ED 018 073.

This monograph deals with an environmental analysis of the dorms at Berkeley and is organized into five chapters. Chapter one reviews some of the conditions that have prompted architects and planners to look for new approaches to their work and sketches the context of the Berkeley case study. Chapter two describes the history and setting of institutional housing at Berkeley. Chapter three discusses the analysis used and findings developed regarding student life in the high-rise dorm environment. This material comes primarily from the studies of the Berkeley dormitories and from a survey of other institutions. The chapter presents a series of design issues developed from the research. Each issue sums up an area of conflict between what student living seems to require of the physical environment and what that environment actually provides. Chapter four presents some conceptual solutions to the issues discussed in the previous chapter. Chapter five discusses methods for analysing how a physical environment is used. The setting, techniques, and the problems and limitations are dealt with. It is the intention of the authors to reach, through the case study approach, a broad spectrum of people and professions responsible for shaping institutional programs and environments.

PERIODICALS:

Austin, A., and Holland, J. "The Environment Assessment Technique: A Way to Measure College Environments," Journal of Educational Psychology, Vol. 52(6), (1961), pp. 308-316.

The purpose of this study was to determine the possibility of characterizing the college environment in terms of the major fields (occupations) of the students. The Environmental Assessment Technique (EAT) measures eight characteristics of a student body: size, intelligence level of students, personal orientations, and five others which are labeled Realistic, Artistic, Social, Conventional, and Enterprising. It was assumed that a given social environment could be described in terms of the occupations (personalities) of its members. Each major field was classified as belonging to one of Holland's six classes. Limitations were found in the procedure of characterizing students according to major fields rather than vocational choices, and the data suggested that a simple occupational census of the members of any group gives a valid estimate of the environment or climate of that group.

Austin, A. "Further Validation of the Environmental Assessment Technique," Journal of Educational Psychology, Vol. 54, (1963), pp. 217-226.

The author tested and extended the validity of the Environmental Assessment Technique using a larger sample. The College Characteristics Index and Environmental Assessment Technique correlations were not satisfactory to construct validity of EAT. Seventy-six different colleges which had at least fifteen recipients of letters of recommendation from the National Merit Test were chosen. A mailed questionnaire at the end of the senior year was the procedure. The scale was refined and weighted. It was found that differentially weighted questions were superior to the earlier method.

Austin, A. "Classroom Environments in Different Fields of Study," Journal of Educational Psychology, Vol. 56(5), (1965), pp. 275-282.

The author's goal was to determine - in the classroom environments of different college courses - whether there are consistent differences related to the various fields of study. Ratings were taken for nineteen different fields from 4,109 students at 246 colleges. Samples were taken from a population of 31,000 pupils. The college environment is affected by the relative proportions of students and faculty in various fields of study. Differences among the nineteen fields were found significant. An inverse factor analysis yielded three bi-polar factors: Foreign Language vs. Social Science; Business vs. History; Natural Science vs. English and Fine Arts.

Dahl, R., and Russell, R. "Moral Pressures on College Students," Theory Into Practice, Vol. 7, (1968), pp. 30-33.

The authors describe a number of moral pressures operating on university students. The bureaucratic quality and procedures of the university administration and the depersonalized professionalism of many faculty create a loveless atmosphere. Career opportunities, social systems such as fraternities, and sexual relations create pressures for students.

Gould, R. "Some Sociological Determinants of Goal Striving," Journal of Social Psychology, Vol. 13, (1941), pp. 461.

The author studies the relationships between aspiration level, the nature of vocational ambitions, performance level, and socioeconomic background. The aspiration level of 81 Columbia students was intensively studied. Two groups were formed: one where there was a high discrepancy between performance and estimate of future performance, and the other in which there was low discrepancy between performance and estimated future performance. It was found that differences in vocational expectations and experiences between high and low discrepancy follow the nature of differences in socioeconomic background.

McFee, A. "A Relation of Students' Needs to Their Perception of a College Environment," Journal of Educational Psychology, Vol. 52, (Fall, 1961), pp. 25-29.

This is a study of the relationship between corresponding need and press measures and the specific relation of each College Characteristics Index (CCI) item to a relevant personality need scale to find out if the CCI gives an estimate of the environmental press independent of the personality needs of the students responding to it. Both the CCI and the Activities Index were administered to a sample of 100 students. The study failed to find any correlation between scale scores of individuals on the CCI and their parallel scores on the AI, nor was a strong relationship found between personality need and the students' perception of environmental press as reflected by individual items. The responses of 88% of the 300 CCI items were independent of the parallel personality needs of the respondent.

Nunnally, R., et al.. "Factored Scales for Measuring Characteristics of College Environments," Educational and Psychological Measurements, Vol. 23, (1963), pp. 239-248.

The present study sought to redefine through factor analysis a set of independent dimensions which might account for interrelationships between items in the College Characteristics Index (CCI). Two modifications were made of the CCI. The 180 items were split into two questionnaires, one containing 90 items related to faculty, and one containing 90 items relating to students.

Second, rather than requiring a simple agree-disagree response, each item was presented with a seven step agree-disagree rating scale. In both sets of data, the tendency was for items to break up into many small factors rather than a few large ones. The net gain from the study is one dozen factors relating to student perceptions of college environments.

Osborne, R. "How is Intellectual Performance Related to Social and Economic Background?" Journal of Educational Psychology, Vol. 34, (1943), pp. 215-228.

The author studied the relationship between performance and cultural backgrounds. A questionnaire on socioeconomic background was distributed to three midwestern colleges. Socioeconomic background was compared to performance on either the Psychological Examination of the American Council on Education or the Ohio College Association Exam. Within a school, better background yielded a higher level of performance.

Pace, C., and McFee, R. "College Environment," Review of Educational Research, Vol. 30, (October, 1960), pp. 311-320.

This review of research ecompasses some 65 studies written between 1955 and 1960 dealing with the various subdivisions of college environments as follows:

I. Institutional Atmosphere: included here are studies dealing with the effects of curriculum and methods on changing students' values, over-all climate effect on students, a review of Pace and Stern's CCI, etc..

II. Faculty Sub-Culture: studies reviewed examine such things as relationships between faculty and institution, relationships between faculty and their disciplines, analysis of their social roles and so on.

III. Images: influences on college choice by high school students, effect of high school climates on motivation of students going to college, etc..

IV. Student Sub-Culture: studies dealing with the relationship between authoritarianism and college students' attitudinal changes, peer culture effects on an individual, effects on religious beliefs of peers, etc..

V. Organization, Structure and Theory: studies are primarily descriptive and covering variables such as institutional roles, institutional aims and functions.

While each review is short, the authors give a good summary of the studies in the field of research dealing with various aspects of the college environment.

Stern, G. "Characteristics of the Intellectual Climate in College Environments," Harvard Educational Review, Vol. 33, (Winter, 1963), pp. 5-41.

Stern's article discusses some of the relationships between a university's organization and administration and its psychological environments. (Stern defines psychological environments as press on the individual from stimuli which call forth responses of the individual). To do this, Stern gives the background and nature of the Activities Index (AI) - measurement of needs - and the College Characteristics Index (CCI) - measurement of press. While originally developed to be used on undergraduate college settings, Stern mentions that these scales have been adapted and used on high schools. A very thorough report on these two instruments is detailed by Stern. Included also are lengthy discussions of the results Stern and others have found using the AI and the CCI, as well as extensive information on the instruments themselves. In conclusion, Stern sees the descriptive data available through the use of these two instruments as being most useful in determining the intellectual climate of a given school as well as providing yardsticks for comparison purposes.

Yonge, D. "Students: Interaction of Students and Environmental Characteristics," Review of Educational Research, Vol. 35, (1965), pp. 258-259.

Yonge reviews the relationship between two popular instruments: the Activities Index and the College Characteristic Index. The Environmental Assessment Technique is also discussed. The EAT is found to be weak in that institutions were measured by past student bodies. The EAT also shows a high relation between types of institution chosen by types of students, i.e. self selection. For example, Catholic students tend to choose rigid institutions. CCI and AI provide independent measurements. Pace estimates that only about 30% of AI affects CCI. Student characteristics are important in their perception of schools, i.e. needs affect environment.

DISSERTATION ABSTRACTS:

Barton, J. "A Study of Selected Environmental and Personality Variables Associated with High and Low Academic Achievement of University Freshmen," Dissertation Abstracts, Vol. 25, (1964), p. 7072.

An investigation of the relationships existing between home environments and high and low achievers and dropouts was this study's goal. Three groups at the University of Alabama were selected by grades to fill the above three groups. Their home backgrounds were then compared. High achievers had

parents in college, fathers who were professionals, mothers not working, and older siblings. The significant finding for those who had dropped out was that they had older siblings. The low achievers had significant findings in the following areas: parents not college graduates, mothers who worked, fathers who were not professionals and had no older siblings.

Casebeer, A. "Student Democratic Values within Various Administrative Climates of Selected Colleges and Universities," Dissertation Abstracts, Vol. 24, (1963), p. 3161.

The author examined this problem: if, and how, does the administrative climate of college affect students' democratic value pattern. Student leaders of eight Oregon Colleges and Universities described the college administration and completed the Poe Inventory of Values and the Leary Interpersonal Check List. It was found that democratic values were strong in a democratic climate. Confusion of purpose and inability to demonstrate democratic values were found in laissez-faire and authoritarian situations.

Creamer, D. "An Analysis of the Congruence between Perceived Environment and Reported Environment on a College Campus," Dissertation Abstracts, Vol. 26, (1965), p. 5808.

The study investigated the level of congruence of different groups in perceived and reported environmental perceptions. The College Characteristics Index was administered to students and faculty to determine environmental press common to the entire university. An impartial board judged documented evidence. Freshmen, faculty, fraternity and sorority groups differed most from reported environment. Married students differed the least from the reported environment.

Edson, K. "Factors Related to Changes in Environmental Expectations of College Freshmen," Dissertation Abstracts, Vol. 26, (1965), p. 4441.

Four hypotheses were offered: (1) Male and female freshmen would show similar change in environmental expectations. (2) Freshmen with inaccurate perceptions would change more than those with accurate perceptions. (3) High social relationship adjustment would show greater change than low social adjustment. (4) Non-conformists would show less change toward accurate perceptions than conformists. Pace's College and University Environment Scale was administered to juniors to determine environment, and then to freshmen to determine expectations. Hypotheses three (3) and four (4) were not proved. Hypotheses one (1) and two (2) were proved.

Fisher, M. "Environment, Expectations, and the Significance of Disparity between

Actual and Expected Environment at the University of Utah," Dissertation Abstracts, Vol. 26, (1967), p. 388.

The author hypothesized that the disparity between student expectation and actual environment is related to subsequent adjustment. The College and University Environment Scale (CUES) was used to measure the environment and student expectation. Also grade point averages, satisfaction with school, number of problems and rate of attrition were used to evaluate adjustment. The environment as measured showed Awareness and Scholarship stressed and Propriety, Practicality and Community largely absent.

Haefner, D. "Levels of Academic Achievement as Related to Environmental Press and Psychological Needs of High Ability Liberal Arts Students," Dissertation Abstracts, Vol. 28A, (1968), p. 3998.

The author wished to determine the usefulness of available criteria identifying the press of the college environment and the psychological needs of the students as indicators of variation in the academic success of high potential liberal arts male freshmen.

The null hypothesis was tested that there are no characteristics of students' statements of psychological needs and perception of campus climate that are related to varying levels of academic performance in college. The College Characteristics Index and the Activities Index were used. There were no significant positive relationships between college scholastic average after six months in residence, and the degree of congruence of needs and press for a sample of male students. Overall needs of students remain relatively stable but the students' perception of the campus changed significantly during the same period. There were no significant differences between high achievement groups and low achievement groups when need factors and press factors were compared. However, significant differences in change of scores from the first administration to the second administration did appear as not common to both groups prior to entering. Humanities majors described the campus press differently than science majors. The difference in description disappeared after six months.

Keith, J. "The Relationship of the Congruency of Environmental Press and Student Need Systems to Reported Personal Satisfaction and Academic Success," Dissertation Abstracts, Vol. 2512, (1964), p. 7081.

The purpose of this study was to discover the relationship between students' personality needs and environmental press on undergraduate level students at the University of Alabama and to analyse the relationship of this congruency to academic performance and reported personal satisfaction in college. One half of the 420 undergraduates

(all at least Juniors) were given the Stern Activities Index and the Personal Satisfaction Questionnaire. The other half were given the College Characteristics Index. Differences among undergraduate divisions of the University were found in certain environmental press, required behavior of students, student personality needs and so on. Students with similar personality characteristics tend to enroll in the same division and also the degree of satisfaction of students' personal need system is not a significant variable in academic performance.

Maclean, L. "Variant Perceptions of the Environmental Press," Dissertation Abstracts, Vol. 28, (1967), p. 1991.

The author sought to determine if homogeneous groups of students living together perceive the environmental press in closer agreement (less variance) than groups living together which lack homogeneous characteristics. One hundred and sixty-one living units were the population from which three men's and three women's units were selected as the control group. Three men's and three women's units were also chosen from the experimental group. The experimental groups possessed one of three homogeneous characteristics: (1) high academic achievement; (2) financial need and high academic achievement; (3) financial need, high academic achievement and group cohesiveness. The College Characteristics Index was administered to all groups. Men's and women's groups were administered the Sociometric Group Cohesiveness instrument, the Like Scale. Different student living units were found to perceive the environment differently. The women's groups' scores on CCI were found to differ significantly from the men.

Searles, W. "The Relationship Between the Perceived Emotional Climate of the Home of College Students and Certain Variables in Their Functioning Related to Self-Concept and Academic Functioning," Dissertation Abstracts, Vol. 24, (1963), p. 5208.

As the title suggests, home climate perception and present functioning were compared. The Kell Hoeflin Incomplete Sentence Blank Test of Home Relationships and the Tennessee Department of Mental Health Self-Concept Scale were administered to about 100 community college students. Positively perceived home environments were correlated with positive self-concept. These positive elements also promoted primary group membership.

Silverman, P. "Characteristics of a Negro College Environment and its Relationship to Student Value Systems," Dissertation Abstracts, Vol. 25, (1964), p. 5125.

The relationship between Negro college environment and the values of the students was investigated. In addition, a comparison was made between Negro and non-Negro colleges in environment and values. There was no change in values held through four years in the Negro colleges. White colleges had a higher intellectual climate than

did Black colleges, Negroes had higher values on religious, theoretical, social and agreeable characteristics than Whites. Whites scored higher on economic, aesthetic and dominance values.

Slocum, V. "Group Cohesiveness: A Salient Factor Affecting Students' Academic Achievement and Adjustment in a Collegiate Environment," Dissertation Abstracts, Vol. 28, (1967), p. 1176.

The author hypothesized that students scheduled to take all classes together would become more cohesive, obtain higher grades, and become better adjusted than other students in the same courses but not scheduled to take their classes together. Tests and questionnaires were given to the students, and their grades were checked. It was found that the group going to classes together received higher grades and were more cohesive and better adjusted than groups not going to all their classes together.

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC):

McDill, E., et al.. "Cources of Educational Climates in High Schools," (1966) ERIC Number 010 621.

> Variations in the informal social systems of 20 high schools, the sources of these variations, and the effects of such variations on the academic attitudes and behavior of students were studied. Two related aspects of the school social organizations received major research emphasis: (1) the characteristic global demands, features, and emphases of the school in terms of relationships among the students and between students and staff, and (2) the extent to which adolescent peer groups either reward academic excellence or value social and antischool activities. The sample consisted of 20,345 students, 1,029 teachers, and 20 principals. All three groups completed self-administered questionnaires. In addition, students were given two tests from Project Talent (Flanagan and others, 1964) to measure aptitude for abstract reasonging and achievement in mathematics. Other data were gathered from permanent student records, including I.Q., grade point average in English, and absenteeism. Obtained from the data gathering exercise were measures for three other classes of variables: (1) various dimensions of school climate and environment, (2) the personal, academic behavioral, student attributes of college preparation, personal values on intellectualism and achievement, and academic achievement in mathematics and English, and (3) such personal and background characteristics of students as sex, mental aptitude, year in school, and socioeconomic status. The latter class of variables was viewed as a class of mediating links between the school environment and the individual's academic behavior. A special statistical procedure was used to establish a number of relationships among the classes of variables. A concomitant search was undertaken to identify potential sources of school climate variations, and findings of this effort were (for the most part) negative, but still significant. A secondary focus of the overall research was an exploratory analysis of academic differences between Negro and white students in predominantly white high schools.

Miller, S. "Strategy, Structure and Values in School Programs," (19) ERIC Number ED 001 676.

> The problem of this study was to discover different types of school drop-outs, the different kinds of environments they need, and those times when they need them. To do this, a random sample of the following two kinds of students was taken: "high-

aspirers" and the "returnees". Among the findings reported were that schools generally are not equipped with either flexibility or adaptability to cope with drop-outs. Perhaps one of the most important areas needing change as a starting point in coping with drop-outs is, the author suggests, in the attitudes or outlooks of school administrators. Secondly, organizational climate is crucial as it effects greatly a student's success. Also discussed are some of the possibilities of using different kinds of teachers with different kinds of drop-outs, changes in physical flexibility, structural changes within the school and other suggestions for improving school programs in low-income areas.

Mitchell, J. "A Study of High School Learning Environments and Their Impact on Students," (1967) ERIC Number ED 010 800.

This study attempts to analyse and compare high school learning environments and their impact on students. The study seeks generally to determine whether there are environmental press variables that distinguish high school learning environments and whether these variables can be shown to have some relationship to student behavior and development. A sample of nearly 3,000 students were given the High School Characterisitcs Index (HSCI), the Activities Index (AI) (Stern) and a questionnaire developed by the author. Among the findings the author reported that there were highly significant differences between schools for HSCI environmental "press" scores, that student contentment with their environments is significantly correlated with several HSCI scores, as are differences in student body value orientations.

Nordstrom, C., et al.. "Influence of 'Ressentiment' on Student Experience in Secondary School," (1965) ERIC Number ED 003 308.

An assessment of the influence of "ressentiment" - defined as a sort of pervading, free-floating ill-temper characterized by a feeling of severe impotence and emotional constriction - on secondary schools and their students. To do this, nine secondary schools were chosen, matched on as many variables as possible, and from these, 100 students with 5-7 teachers were chosen at random. Many findings and relationships were reported but in summary, it can be said that the authors see "ressentiment" as an institutional press which must be recognized and dealt with.

Rhea, B. "Institutional Paternalism in High School," (1967) ERIC Number 012 270.

This is a study to determine whether students are alienated from or involved in their school work. Forty-nine interviews and 2,329 questionnaires were secured from students

from three high schools in which quality of facilities, curriculum, student background, and staff were optimal, thus allowing concentration on the organizational aspects of the school. It was found that, in contrast to the organizational theory that functionaries in a bureaucracy (students in a school) typically become "alienated" from their work, these superior students in superior schools were unequivocally involved. They thought highly of their schools and liked their teachers. Only two percent (55 students) expressed dissatisfaction. However, it was further found that students are involved in the wrong aspects of school life (that is, getting good grades) instead of having meaningful educational experiences and that they look on high school as a means to an end (that is college or a good job). An explanation of the students nonalienation, despite the triviality of their work and the powerlessness of their role, is that they believe the work is benefiting them because they perceive the school staff as benevolent and competent figures who would do nothing to harm them.

Rhea, B. "Measures of Child Involvement and Alienation from the School Program," (1966) ERIC Number 010 405.

Students from two high schools were surveyed to gather information about alienation and involvement in school. A literature search revealed a very limited number of studies on the subject. Both tape-recorded interviews and questionnaires were used for data collection. Questionnaires used were: (1) fill-in, multiple choice, and forced choice items, (2) letter grading of school characteristics, and (3) a numerically scaled agreement-disagreement form. The findings indicated no evidence of any large-scale alienation. Students appeared to value their education, however, primarily in terms of instrumental performance at the expense of substantive involvements. An acceptance of the educational environment was observed, but with a pre-eminent desire for getting through school and for going on to college. Little interest was expressed for sociological experiences which the high school curriculum presumably could afford.

Walker, W. "Creativity and High School Climate," (1964) ERIC Number ED 003 440.

To study the characteristics of a highly creative school as opposed to a traditional school was the author's purpose. Four schools were chosen judged to be high in Creativity. Using Stern's High School Characteristics Index (HSCI) and the Inventory of Beliefs among other instruments to gather data, the author tested his hypotheses. He found that creative schools are adjudged of the following characteristics: high aspiration level and intellectual climate;

less authoritarian but less rational teacher direction, and stimulating and original teachers.

PERIODICALS:

Barclay, J. "Approach to the Measure of Teacher "Press" in the Secondary Curriculum," Journal of Counseling Psychology, 14 (6), 1967, pp. 552-567.

This study attempted to derive a measure of the environmental "press" in the secondary school curriculum through the known subjectivity of teacher evaluations. Teachers in eleven secondary curriculum areas were asked to nominate students who most and least conformed to their notions of ideal students. Comparisons between high-rated and low-rated students were made on eighty intellective, personality, motivational and vocational variables. Using Holland's classification system, it was found that the direction of the environmental press in each curriculum could be determined by this procedure. Since teacher judgment forms a criterion of effective student behavior, it was concluded that differential teacher press should be considered an important variable in the evolution of vocational choice.

Herr, E. "Differential Perceptions of Environmental Press by High School Students," Personnel and Guidance Journal, Vol. 43, March 1965, pp. 678-686.

Seven hundred and twenty-five high school students were administered the High School Characteristics Index (HSCI) to examine their perceptions of thirty environmental presses. An effort was made to describe the global emphases of this high school and the perceptions of these emphases by students at differing achievement and extra-curricular participation levels. Analysis of the differential perceptions of students classified by a number of other variables was made. The results indicated that student responses to the HSCI could provide descriptions of the environmental demands faced by students. Of the twelve scales which were significantly associated with three or more variables, four were classified as measures of dependency press, six emotional expressions press and two intellectual press.

Kaspew, E., et al.. "Student Perceptions of the Environment in Guidance and Non-Guidance Schools," Personnel and Guidance Journal, Vol. 43, March 1965, pp. 674-677.

The High School Characteristics Index (HSCI) was administered to 416 subjects from five "guidance" schools and 410 subjects from five "non-guidance" schools in order to discern differences in student perceptions of their environments. Each scale of the

HSCI was analysed for statistical significance by analysis of variance. Students in guidance schools scored significantly higher on adaptability, agressior, change, dominance, and other variables. Non-guidance school students scored significantly higher on affiliation, reference and humanism scales. As a result of this, the author concluded that differences did indeed exist in the perceptions of the students in guidance and non-guidance schools and that these differences appear to be in the direction of individualism, and initiative in guidance schools and group centered activity and conformity to authority in the non-guidance schools.

Knight, M., and Herr, E. "Identification of Four Environmental Press Factors in the Stern High School Characteristics Index," Educational and Psychological Measurements, Vol. 26, 1966, pp. 479-481.

The purpose of this investigation was to ascertain the factored dimensions of the thirty subscales on the Stern High School Characteristics Index (HSCI) (which is only one of four instruments developed by Stern to measure environmental press variables but is the only one specifically designed for high school). To do this, two samples (725 and 348 students) from two different high schools were administered the HSCI. A principal components analysis was performed from use of the thirty subscale scores obtained for each sample and then rotated analytically. Six factors were extracted for the first sample and five factors for the second. Only the first four factors in each sample though could be interpreted meaningfully: Social-Intellectual Avoidance, Inferiority Reaction, Compulsivity and Restraint and Heterosexual Dominance. Each of these is detailed in this study.

DISSERTATION ABSTRACTS:

Dibble, J. "A Study of the Relationship of Certain Factors to Academic Achievement of Public High School Students of Fairfax County, Virginia," Dissertation Abstracts, Vol. 27, (1967), pp. 2769-2770.

> The author set out to study the relationship of academic achievement, measured by G.P.A. and the following factors: income, I.Q., residence, parental status, father's education, etc.. Data for this study was obtained from school census and students' permanent files. Findings included: I.Q. is the major influencing factor; residence, parents' status, family size, mobility, etc. has little influence on academic achievement; sex is more influential in lower income than higher income groups, and I.Q. is a greater influencing factor in achievement for girls than boys for higher income families than lower income families.

Gillcrist, W. "A Survey of the Socio-Cultural-Economic Environment of Junior High School Pupils in a Rural Central School in Relation to Pupils' Adjustment," Dissertation Abstracts, Vol. 1712, (1957), p. 2927.

> The title of this dissertation is explicit as to the purpose of this study. The procedures consisted of constructing a questionnaire to collect information in the areas of socio-cultural-economic environment. The overall conclusions were that positive relationships exist between pupils' school adjustment as measured by reading comprehension, grades, etc., and the pupils' socio-cultural-economic environment.

Hawkins, C. "A Comparison of the Environmental, Personality and Intellectual Characteristics of Two Groups of Male, Secondary School Students Equal in Intelligence as Measured by Standardized Instruments but Unequal in Creative Ability," Dissertation Abstracts, Vol. 2503, (1964), p. 1745.

> The purpose of this study was to discover if sampled groups differed in environmental, personality and intellectual characteristics and to what degree these differences existed. The Otis Mental Ability was administered as well as five creativity tests to 142 secondary school students. From these, the author selected his two groups of fourteen students each to which he further administered questionnaires and tests to discover the differences in the three characteristics sought. The findings included that the biggest environmental difference was that of the values the parents held. In the personality area, diverging students were found to have a greater sense of personal freedom and less need to conform. Diverging students also were found to be superior in academic performance, accompanied by a superior ability in critical thinking.

Herr, E. "An Examination of Differential Perceptions of Environmental Press by High School Students as Related to Their Achievement and Participation in Activities," Dissertation Abstracts, Vol. 2412, (1963), p. 5078.

The author's objectives included the description of the characteristics of a given high school environment, the determination of the perceptions of the environment of high schools of differing activities and a consideration of the High School Characteristics Index (HSCI) which was administered to 725 students and consisted of statements describing daily activities, policies, procedures and so on which might be characteristic of high schools. His findings were that perceptions of high and low achievers differ, as well as thos with high and low involvement in extracurricular activities. Perceptions of press differ also with sex and mental ability.

Hill, R. "An Investigation of the Educational Development of Selected Secondary School Pupils from Varied Elementary School Environments," Dissertation Abstracts, Vol. 1610, (1956), p. 1840.

The investigation centered on certain aspects of educational development of pupils from three types of schools - parochial, public urban and rural - specifically the differences, if any, in levels of educational development. Data were obtained from communities in Iowa in which the public secondary school had administered the Iowa Test of Educational Development in 1952-53 and 1955-56. Final data used came from 28 schools. The author's findings included that achievement levels of students in the public urban schools were superior to rural students in all areas investigated. In parochial-rural comparisons, there were no significant differences in any area investigated. Differences in specific areas such as science or social studies were found in different schools, with the public being superior in some, and parochial in others.

Meyers, E. "Effect of Social and Educational Climate of High Schools upon the Academic Performance of Negro and White Adolescents," Dissertation Abstracts, Vol. 28 (5A), (1967), p. 1917.

The purpose of this dissertation was to conduct an exploratory study on the differential academic response of Negro and White students to the social and educational setting of the school. Questionnaires and tests were given to more than 20,000 students in twenty geographically heterogeneous non-rural schools. The final sample was comprised of 327 Negroes and 327 Whites. Among the findings were that Negroes have significant higher educational aspirations and intellectual orientations than Whites; that the number of siblings in Negro families has more effect than for Whites, while maternal encouragement has more influence on Whites;

and that Negro scholastic behavior is more affected by interpersonal variables such as aspirations or achievement of peers and sociometric status than Whites.

Minsey, J. "A Study of the Relationship Between Teacher Morale and Student Attitudes Toward Their School Environment," Dissertation Abstracts, Vol. 28, (1967), pp. 1626-1627.

An examination of the attitudes of high school students toward their school environment and an investigation of the relation of these attitudes to teacher morale were the two major purposes of this study. Twenty-two schools in Michigan were administered Shehr's Teacher Morale Form and the three schools with the highest teacher morale and the three with the lowest teacher morale were selected. Student attitudes were measured using an incomplete sentence blank technique. The reported findings include: teacher morale does differ significantly from school to school, students do not share the same degree of difference as their teachers, and the attitudes of each of these groups about the school environment are significantly different.

Novotney, J. "The Organizational Climate of Parochial Schools," Dissertation Abstracts, Vol. 2607, (1965), p. 3723.

The author used the Organizational Climate Description Questionnaire (OCDQ) which was mailed to over 1,000 principals and teachers in over 100 parochial schools in Los Angeles to determine the climates. The author found, through factor analysis, three factors which delineated six types of organizational dlimates: Open, Autonomous, Controlled, Familiar, Paternal and Closed. In other words, the OCDQ can be successfully used to describe organizational climates in parochial schools as well as public. As a final comment, the study did report that some two-thirds of these schools were place in the "Open" category.

Sargent, J. "An Analysis of Principal and Staff Perceptions of High School Organizational Climate," Dissertation Abstracts, Vol. 2708, (1966), p. 2344.

To achieve this goal, the 16 PF Questionnaire and the Study of Values were administered to assess principal personalities. In addition the Organizational Climate Description Questionnaire (OCDQ) was given to these principals as well as over 1,000 teachers. The findings include: the degree of openness of high school climates could not be predicted from principal's characteristics, principals perceived each of the eight dimensions significantly more favorably than did the teachers, and no differences exist among school departments in their perceptions of climate.

Walker, W. "Creativity and High School Climate," Dissertation Abstracts, Vol. 2510, (1964), p. 5657.

The author examined psychological climate, teacher personality, teaching methodology, student attitudes, and student creativity in schools judged as being the kind which promote the development of creativity. Four high schools were chosen: two which were "high creative" and two which were "traditional". The High School Characteristics Index (HSCI) was administered to students while the Inventory of Beliefs was given to teachers. Classroom observations, collection of creative essays and other tests were also used. For the high creative schools, the author found: high intellectual climate, high academic climate, the teachers to be less authoritarian, students who took initiative, and students who did not perform well on tests which were thought to be indicative of creativity.

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC):

Carson, D., et al.. SER 2, Environmental Evaluations. SER, School Environments Research. (1965) ERIC Number ED 018 149.

> Environmental studies are evaluated in the second of a series of reports intended to be valuable to anyone interested in how environment affects learning and behavior. Man is undergoing continuous interchange with his environment. This interaction, and the several aspects of his environment -- spacial, thermal, luminous, sonic, and social -- are examined. Each report is followed by references. There are notes given on the authors.

Himes, H. SER 1, Environmental Abstracts. SER, School Environments Research. (1965) ERIC Number ED 018 148.

> This collection of some 600 lengthy abstracts from the literature is the first in what is to be a long series of SER project reports. It is organized under headings that indicate the effect of environment on the human senses, and the effects of atmospheric, luminous, sonic, and social environments on behavior. Equipment design and illumination systems and intensity standards are considered. This compilation will be a time-saving fund of interdisciplinary background data for those interested in the effects of the total environment upon the learning process.

Koplyay, J., and Mathis, B. "The Relationship Between Teacher Morale and Organizational Climate," (February, 1967) ERIC Number ED 012 266.

> The purpose of this study was to investigate the relationship between teacher morale and organizational climate. About 300 elementary school teachers in suburban Chicago schools were given the Chandler-Mathis Attitude Inventory, which measures level of morale with respect to self, school, community, administration, and policy, and the Organizational Climate Description Questionnaire (OCDQ), which measures degree of openness or closedness in eight features of school climate: disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust, and consideration. Test scores were analyzed in relation to years teaching, years teaching in present school, and salary. The results suggest that an "open" climate is associated with schools having high morale. Also, higher morale was found in schools with merit, rather than non-merit, salary schedules.

Minuchin, P., et al.. "Patterns of Mastery and Conflict Resolution at the Elementary School Level," (1964) ERIC Number ED 003 265.

This lengthy study investigates the nature and antecedents of children's coping patterns, i.e. those reaction patterns wherein children master challenges, express and resolve conflict and so on. The variables studied include family-school relationships, family influence and environment, school environment and so on. The sample consisted of fourth graders divided into two groups - high and low achievers. The study also consists of three major parts: (1) antecedents of childrens' mastery patterns in terms of modern and traditional families, (2) childrens' mastery patterns within the home and school as influential factors and (3) achievement in school.

Phillips, B. "An Analysis of Causes of Anxiety Among Children in School," (August 31, 1966) ERIC Number ED 010 179.

The basic purpose of this study was to determine whether anxiety in elementary school children was generated by school experiences and conditions. The antecedents and consequences of school anxiety were also analysed. Measures of school anxiety were obtained at the beginning and end of the school year over a period of two or more school years. Next, there was a comparison of the trend which is found during the time children are under the combined influence of in-school and out-of-school environment with the trend found during the time they are under only the direct influence of out-of-school environment. Data were obtained by using cumulative records, children interviews and observations, and teacher interviews. The Metropolitan Achievement Tests and the California Test of Mental Maturity were also administered. Teacher nominations of children with a wide vareity of behavioral characteristics were a major source for identifying the student sample. At the methodological level, the usefulness of the in-school and out-of-school paradigm was successfully demonstrated.

PERIODICALS:

Boocock, S. "Toward a Sociology of Learning: School Effects upon Student Performance," Sociology of Education, Vol. 39, (Winter 1966), pp. 18-26.

A review of eighteen selected studies dealing with the following variables and their effects on student performance: size of the school, atmosphere, "value climate", social environment. Although the reviews are brief, this article provides a useful overview of some important relationships between certain environmental variables and student performance.

Sinclair, R. "Elementary School Educational Environments: Toward Schools That Are Responsive to Students," National Elementary Principal, Vol. 49 (5), April 1970.

The author stresses the importance of environmental studies in the elementary school. The diversity and similarity of elementary school educational climate are reported. Also, the use of the newly created Elementary School Environment Survey to obtain student perceptions about the conditions and happenings in schools is described. Finally, future directions for environmental studies are advanced.

DISSERTATION APSTRACTS:

Anderson, D. "Relationships Between Organizational Climate of Elementary Schools and Personal Variables of Principals," Dissertation Abstracts, Vol. 2609,.(1964), p. 5146.

The author correlated principal variables with the various climates identified by the Organizational Climate Description Questionnaire (OCDQ). Some eighty-one schools were sampled and all the staff were administered the OCDQ. The principals filled out 16 PF Questionnaire, the Study of Values, and a biographical inventory. Characteristics of principals were identified for each school climate type.

Anderson, G. "The Relationships of Organizational Climates and Subgroups in Elementary Schools," Dissertation Abstracts, Vol. 2610, (1965), p. 5900.

An investigation of significant differences in perception of climate between members of the same subgroup; differences in composite perception of subgroups within the same school; between school differences of comparable subgroups in composite perception of climate. The Organizational Climate Description Questionnaire and a sociometric questionnaire were administered to identify informed subgroups in twenty randomly selected elementary schools. Five organizational climates and sixty-two subgroups were determined. Members of a subgroup had similar perceptions of the school enviroment. Composite subgroups in the same school showed no significant differences in their perceptions. Other findings dealt with relationships between specific climates and specific subgroups.

Berreman, N. "An Investigation of Certain Elementary School Environments Having Different Mental Health Services," Dissertation Abstracts, Vol. 28, (1967), pp. 1289-1290.

A study to develop an instrument to measure psychological pressures created by the school environment as perceived by students of fifth grade ability or better and to describe schools representing five types of mental health services. The Elementary School Characteristics Index was administered. The two major findings were that this instrument can be used to describe the major environment of each school reliably and validly and second, that there are commonalities between schools with like mental health services.

Blair, M. "Climate and Attitude: A Study of the Organizational Climate of Schools and Teachers' Attitudes Toward Students," Dissertation Abstracts, Vol. 2706, (1966), p. 1573.

A comparison of the attitudes of teachers and principals towards students with the organizational climate of the schools. Two hundred and forty teachers and principals from eleven elementary schools were selected. The Organizational Climate Description Questionnaire was used to classify climates and the Minnesota Teacher Attitude Inventory (MTAI) was given to obtain data about attitudes. Some evidence resulted against an increasing relationship between a given ordering of school climates and mean MTAI scores. Also, different climates had different mean MTAI scores. More schools had firm climates than tentative climates and no school in this study had an autonomous climate. Findings about the kinds and natures of climates are reported.

Boisen, A. "Relationships Among the Perceptions and Expectations Held by Principals and Teachers for the Organizational Climate of Elementary Schools," Dissertation Abstracts, Vol. 2709, (1966), p. 2763.

This is a study of the congruence between teachers' and principals' perceptions and expectations toward the administrative climate of schools. The Organizational Climate Description Questionnaire was given to principals and teachers in seventy-one schools. Pearson Product-Moment correlations were used to determine the relationship between teachers' and principals' perceptions and expectations for each of the climates. It was found that principals view climate more favorably than teachers. Also, in schools where teachers perceived the climate to be closed, there was greater divergence in perception between teachers and principals.

Brown, R. "Identifying and Classifying Organizational Climates in Twin City Area Elementary Schools," Dissertation Abstracts, Vol. 26, (1964), p. 162.

A replication of the work in Halpin and Croft, as well as developing norms for the Minnesota area were the two purposes of this study. Eighty-one schools were randomly drawn in this area and the Organizational Climate Description Questionnaire was completed by over 1,700 staff members. The findings

include the following: subtest intercorrelations were comparable to those of Halpin and Croft; factor analysis found two to four significant factors. For Minnesota, it was also found that climates were comparable to those of Halpin and Croft with the exception of the controlled climate. Three hybrid climates appeared: Open-Controlled; Familiar-Paternal; and Closed-Controlled. Reliability coefficients comparable to Halpin's.

Brust, N. "The Relationship Between Some Factors of School Organizational Climate and Some Factors of Teacher Self-Concept," Dissertation Abstracts, Vol. 2707, (1966), p. 2021.

The purpose of this study was to determine the relationships between certain factors of organizational climate and some factors of teacher self-concept. Some 143 teachers (elementary level) were administered the Organizational Climate Description Questionnaire as well as an instrument of Wilbur C. Washburn to obtain data regarding teacher self-concept. The major finding was that school organization does have an effect upon teachers and that the organization must be thought of in terms of a total unit, not as discrete parts.

Cole, E. "An Analysis of the Relationship of Selected Factors of Communication and Organizational Climate As They Relate to the Size of the Elementary School," Dissertation Abstracts, Vol. 2609, (1965), p. 5150.

The research problem of this dissertation was to compare factors of communication with organizational climate within elementary schools that varied according to school size. Two counties in Texas were chosen. Staff Expectencies questionnaires were given to the principal and four teachers in each school. The Organizational Climate Descritpion Questionnaire was also given to the teachers. Findings reported include the following: vertical communication is not effected by school size; size of school does not seem to be related to principal's aloofness, production emphases, etc.; schools with approximately two to four teachers per age level appeared to prepresent optimum size for schools as far as organizational climate is concerned.

Flanders, R. "The Relationship of Selected Variables to the Organizational Climate of the Elementary School," Dissertation Abstracts, Vol. 2708, (1966), p. 2313.

The selected variables the author sought relationships to organizational climate included rural/urban, size of faculty, teacher tenure and race. The Organizational Climate Description Questionnaire was given to almost 4,000 teachers and relationships between the climates and variables were determined

to be significant or insignificant. Among others, the following findings were reported: differences in perceptions of climate between urban and rural White faculties; no differences between urban and rural Negro faculties; significant differences between White and Negro faculty perceptions and some evidence that length of tenure effects perception of climate.

Hightower, W. "The Dominant Concerns of Elementary School Faculties and Organizational Climate," Dissertation Abstracts, Vol. 2610, (1965), p. 5818.

To analyse written and oral statements of elementary school teachers and principals in an attempt to identify some new dimensions of the organizational climate of the school was the purpose of this dissertation. Statements used were from schools that received scores ranking among the top and bottom quartiles of the cases on the eight subtests of the Organizational Climate Description Questionnaire (OCDQ). The findings attempt to relate reported strengths and weaknesses of the school program to the areas of the behavior described by the subtests of the OCDQ but proved inconclusive.

Hinson, J. "An Investigation of the Organizational Climate of the Elementary Schools in a Large Urban School System," Dissertation Abstracts, Vol. 26, (1965), p. 6471.

The author's stated purpose was to compare the perceptions of teachers and principals in a large urgan school system. Teachers' perceptions were used as expected values to determine how well principals could evaluate organizational climate in terms of teacher perceptions. The Organizational Climate Description Questionnaire was used and six organizational climates were determined, and eight dimensions of behavior. Data were obtained from 111 schools, both Black and White schools, 2,200 teachers and 111 principals. Significant differences for Negro schools were found to exist between perceptions of teachers and principals of organizational climate and approached significance for White schools. Also, it was found that teachers perceived schools as being more closed, Negro schools were evaluated more negatively, and so on.

Leibson, E. "Administrator Staff Relationships and Their Effects upon the Climate of the Elementary School," Dissertation Abstracts, Vol. 2210, (1961), p. 3492.

The author wished to determine the several relationships that might be defined as related to administrator staff relationships in the school. Initially two pilot studies were conducted using the Leader Behavior Description Questionnaire (LBDQ) to determine characteristics of principals, Farrar's Device to Determine the Working Pattern of the Principal and

Redefer's Morale Tendency scale to determine satisfaction of the staff. The author concluded that a relationship exists between high satisfaction and a congruence between the ideal and actual principal's role. Also, a significant relationship exists between low satisfaction and a divergence between the actual and ideal role of the principal. Several other findings are included.

Mandel, J. "Relationships Among Intelligence Quotients, Environmental Variables, and Reading Achievement of Fourth-Grade Pupils," Dissertation Abstracts, Vol. 1802, (1957), p. 497.

The purpose of this was to investigate the relationship between five specified variables - I.Q., parents' values, reading materials at home, parental educational aspirations for the child, and best friends reading behavior and attitudes - and reading comprehension in the fourth grade. The Iowa Every-Pupil Tests of Basic Skills, was used on the students. Their parents received a questionnaire to determine the other variables mentioned above. The major finding reported was that only I.Q. plays an important role in reading achievement in the four grade.

Shoulin, D. "The Effects of the Middle School Environment and the Elementary School Environment upon Sixth-Grade students," Dissertation Abstracts, Vol. 28, (1967), p. 3441.

This is a study to determine which grade levels should be grouped together to provide satisfactory environment for preadolescents and early adolescents. The Sequential Tests of Educational Progress was used to determine academic achievement, while Lipsitt's Self-Concept Scale was used to measure self-concept of 245 sixth graders who had been randomly assigned to a middle and an elementary school (and to which the teachers had also been randomly assigned). The author concluded among other things the following: no significant differences were found between academic achievement as a result of the environment; sex interaction was significant for math and science; no significant differences on the self-concept scale were found as a result of the environment; and environment significantly affected Dating, Independence and Conformity on the Social Behavior Scale.

Smith, D. "Relationships Between External Variables and the Organizational Climate Description Questionnaire," Dissertation Abstracts, Vol. 2707, (1966), p. 2041.

The author's purpose was to determine the relationship, if any, between organizational climate and the external characteristics of the school. Seventeen elementary schools were chosen, and some twenty-three variables (external) were chosen, which were factor analysed into five factors which in turn were correlated

with each of the eight subtests of the Organizational Climate Description Questionnaire (OCDQ). Thus, relationships were determined between the OCDQ and the external characteristics. The findings include: that the OCDQ was externally consistent as well as internally so; that it is important to study the profile of sub-test scores in assessing organizational climate, not just identify the organizational climate.

Webb, D. "An Analysis of Environmental Press as Perceived by Sixth-Grade Pupils," Dissertation Abstracts, Vol. 28, (1967), p. 2105.

The author's purpose was to determine if children perceive the same press stemming from and characteristic of an environment as that identified by the teachers and principals and which characteristics effect perception of press. The Keys to Elementary School Environments developed by the author was used to measure press in such areas as intellectual improvement, social relationships, vocational aspiration, etc.. He found that pupils felt a positive press in seven areas such as intellectual improvement, health and physical fitness, civic responsibility and so on. They felt no press however toward moral and spiritual value and felt negative press away from independence. School and race, more than sex or ability level, effect perceptions. Press appeared to be higher in schools where pupils were taught by teachers of their own race. Other findings are reported.

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC):

Anderson, G., and Walberg, H. "Classroom Climate and Group Learning," (1967) ERIC Number ED 015 156.

An investigation of the relationship between emotion climate and learning. Random samples of students in forty-nine twelfth-grade physics classes from all parts of the country were given a Classroom Climate Questionnaire which was correlated with the Test on Understanding Science, A Physics Achievement Test, and the Semantic Differential for Science Students. A 25% random sample of each class took the Classroom Climate Questionnaire while a 50% random sample took the other three tests. Classes with high gains in Science Understanding were perceived by the students as containing more friction, strict control, personal intimacy, goal direction, and subservience than classes having low gains. Learning situations were seen as those having intense interaction between teacher and students with the class being well organized and controlled by the teacher but where students were free to question and learn in a relatively informal atmosphere.

Sommer, R. "Effects of Classroom Environment on Student Learning," ERIC Number ED 010 252.

The author was concerned with how different classroom environments effect student participation. One hundred and forty-four students who enrolled in an experimental Psychology class were the subjects of this study. Rating scales were used to learn the reactions of students to the rooms and discussion sections. The six discussion sections were assigned to differing types of classroom space. Two discussion sections were assigned to circular type seminar rooms. One discussion section was held in a laboratory with fixed tables. One section was held in a windowless room. One section was held in a room with a wall of windows. The author found that people will endeavor to escape poor classroom environment when possible. The discussion sections in the windowless room and in the laboratory showed very strong avoidance reactions, and the seminar rooms had the greatest amount of total discussion participation.

Walberg, H. "Teacher Personality and Classroom Climate," (1967) ERIC Number ED 014 471.

The purpose of this study was to discover if personality

characteristics, needs, values and attitudes of teachers predict classroom climate. Thirty-six male Physics teachers voluntarily attended a briefing session for a new high school Physics course and took a battery of personality tests before teaching 2,000 high school students taking the course. The Allport-Vernon-Lindzey Study of Values (AVL), The Edwards Personal Preference Schedule (EPPS), The Minnesota Teacher Attitude Inventory (MTAI) and the Classroom Climate Questionnaire (CCQ) were all administered to the group. The author reports these findings among others: (1) teachers with needs for dependence and power order and change had formal subservient classes with little animosity between class members; (2) teachers with needs for interaction (aggressive and affiliative) had controlled, goal directed classes. (Students may feel less personal intimacy with each other because the teacher may monopolize affective group interaction); and (3) the self-centered teacher had a class that was disorganized, constrained, loose in student supervision and lower in group status.

Walberg, H. "Structural and Affective Aspects of Classroom Climate," (1967) ERIC Number ED 015 154.

An investigation of the relationships between the structural and affective dimensions of group climate. Using the classroom as the unit of analysis, a 25% random sample of students in seventy-two classes from all parts of the country took the Classroom Climate Questionnaire. A Chi-square test of relationship between structural and affective dimensions was significant at the .001 level. Students who perceived the classes as disorganized and stratified also saw themselves as alienated, dissatisfied and in conflict with one another.

Walberg, H., and Anderson, G. "Classroom Climate and Individual Learning," (1967) ERIC Number ED 015 153.

The problem of this study was to investigate the relationship between individual satisfaction wtih classroom climate and learning. Two thousand one hundred high school juniors and seniors were asked to evaluate the Harvard Project Physics and Experimental Course. A 50% random sample from each classroom was administered the Physics Achievement Test, The Science Process Inventory, The Semantic Differential and the Pupil Activity Inventory at the beginning and end of the year. A random 25% of the class was given the Classroom Climate Questionnaire at mid year. Significant and complex relationships existed between climate measures and learning criteria. Stratification and friction climate variables predicted science understanding while others predicted Physics achievement and attitudes toward laboratory work. Groups of climate variables predicted learning better than others, for example, structural variables such as isomorphism (the tendency for class members

to be treated equally) and organization were better predictors than coaction (compulsive restraint or coercion).

PERIODICALS:

Burnham, R. "Instrument to Determine the Nature of Learning Opportunities Provided in Elementary School Classrooms," The Journal of Teacher Education, Vol. 16, (December, 1965), pp. 477-481.

A study to determine if the Inventory of Learning Opportunities in Elementary School Classrooms can differentiate between varied classroom environments. The instrument was designed for elementary teachers in grades 1-6. It consists of fifty-four statements which describe classroom conditions. The respondant is asked to indicate how often certain conditions exist in his classroom. It was administered to 567 elementary teachers in sixteen school systems. The instrument was found valid and does provide an indication of the nature of the classroom environment.

Cornell, F., Lindvall, C., and Saupe, J. "An Exploratory Measurement of Individualities of Schools and Classrooms," University of Illinois Bulletin, Number 75, (1953).

The goal here was to determine variables which can be identified to measure the distinguishing characteristics of different classrooms. A paper and pencil questionnaire was administered to students for them to rate the school environment, and an instrument was used to observe the characteristics of a classroom (complete with a code digest and a manual of directions). Both instruments were used to measure eight variables: (1) provisions for individual differences; (2) social-emotional climate; (3) type of group structure and pattern of interaction; (4) pupil initiative; (5) source of curriculum; (6) organization of curriculum content; (7) teacher proficiency, and (8) variety of activities. Both instruments have been tested in Illinois school systems, and validity and reliability coefficients are given.

DeBernardis, A., and Doherty, V. "Elements of a Functional Classroom Environment," The American School Board Journal, Vol. 143, (November, 1961), p. 32.

This is an ecological approach to classroom environments. Suggestions concerning space, storage, heating and ventilating, acoustics, electrical service, visual environment, facilities and equipment are included.

Forehand, G., and Von Haller, G. "Environmental Variation in Studies of

Organizational Behavior," Psychological Bulletin, Vol. 62 (6), (1964), pp. 361-382.

The authors sought to operationalize the concept of organizational climate into a research design. They report that there are four basic methods for observing climate. The variations include: (1) field studies; (2) assessment of participants' perception; (3) observations of objective indices, and (4) experimental control of organizational variables. Included is a selected bibliography of 104 titles.

Gordon, I. "The Assessment of Classroom Emotional Climate by Means of the Observation Schedule and Record," Journal of Teacher Education, Vol. 17 (2), (1966), pp. 224-232.

The author's goal was to determine if the Emotional Climate Scale and Observation Schedule is a valid method of assessing differing classroom emotional climates. The Emotional Climate Scale and Observation Schedule, developed by Medley and Mitzel, was used to assess emotional classroom behavior of a number of Florida interns who were observed and rated. The findings were compared to New York teacher groups. The author concludes that the scale is too subjective.

Kephart, N., and William, F. "Classroom Environment and Pupil Welfare," Journal of Educational Psychology, Vol. 45, (1954), pp. 52-59.

To determine the relationships between classroom furnishings and color, and student achievement was the purpose of this study. The duration of the experiment was one year. Observations were regularly recorded, and a pre and post measure was taken for student achievement. Two traditionally furnished and colored classrooms were compared with two classrooms which had been repainted and refurnished to the design of the "coordinated classroom". It was found that students in the experimental room were superior in achievement and exhibited less extraneous body movement.

Madsen, C., Becker, W., and Thomas, C. "Rules, Praise and Ignoring Elements of Elementary Classroom Control," Journal of Applied Behavior Analysis, Vol. 1 (2), (1968), pp. 139-150.

The problem was to investigate the effect of praise, statement of classroom rules, and the ignoring of inappropriate behavior on the interval of inappropriate behavior in the classroom. A first grade classroom and a kindergarten classroom were selected for the study. In both classrooms teachers and children were observed and rated. A six point procedural system was followed: (1) baseline observations; (2) rules statement observations; (3) ignoring inappropriate behavior observations; (4) ignoring and praise observations; (5) return to baseline

observations, and (6) ignoring and praise observations. Rules alone exert little effect on classroom behavior. Ignoring inappropriate behavior and showing approval for appropriate behavior reduced the interval of inappropriate behavior. Approval of appropriate behavior was the key to effective classroom management.

Medley, D., and Mitzel, H. "A Technique for Measuring Classroom Behavior," Journal of Educational Psychology, Vol. 49, (1958), pp. 86-92.

An investigation of whether the Observation Schedule and Record (OScAR) is a reliable instrument for measuring differing classroom behavior. The Observation Schedule and Record was used by observers to record data. Forty-nine teachers were visited twice by six observers. Items were grouped together on the basis of content into fourteen keys. OScAR was found to have a reliability of .60. A factor analysis identified these three variables - emotional climate, verbal emphasis, and social structure - responsible for most of the observed differences.

Perkins, H. "Climate Influences Group Learning," Journal of Educational Research, Vol. 45, (1951), pp. 115-119.

The author sought to determine the effects differences in classroom climate have upon group learning. Six in-service teacher groups participating in child study programs with a principal or supervisor as leader were assessed. Withall's method of assessing classroom climate by categorizing the statements of the leader was employed. Group-centered groups were found to be superior to leader-centered groups in formation of concepts of child development, attitudes toward children, use of evidence to substantiate statements, insight and soundness of reasoning.

Rippey, R. "Study of Differences in Achievement Due to Personality Differences in Four Classroom Environments," The School Review, Vol. 73, (Winter, 1965), pp. 374-383.

The purpose of this was to study whether students, when confronted with instructional environments that are incongruent with certain affective and dependency needs, will divert energy from learning toward the resolution of this incongruence. Four classroom environments were established: (1) errorless-teacher classroom; (2) dialectical-teacher classroom; (3) errorless-material classroom, and (4) dialectical-materials classroom. Four tests were used: (1) The Rokeach Dogmatism Scale; (2) The Thurstone Closure Flexibility Scale; (3) The Expressed Control, and (4) Wanted Control Scales by Schutz. The amount of control exerted on a student's freedom for inquiry and the clarity of the presentation of the lesson were unrelated to achievement. Personality variables

of the sample of students did not significantly contribute to achievement variance. Achievement in English grammar, punctuation and usage was significantly affected by the involvement of the teacher. The classes that involved the teacher most actively resulted in the highest achievement. Also, this study suggests that satisfaction of the interpersonal needs examined will not release an appreciable amount of energy for learning short-term, lower order processes.

Sommer, R. "Classroom Ecology," Journal of Applied Behavioral Science, Vol. 3 (4), (1967), pp. 489-502.

The concern here was whether the structuring of micro-space (Proxemics) affects voluntary participation of group. This study found that students who have a clear and relatively unobstructed view of the professor will participate more than those who do not. Also, students in the center of classroom rows are psychologically closer to the instructor than those-on the ends, and they participate more often. Students opposite the instructor around a U shaped table participate more than those on the sides of the table.

Spaulding, R. "Affective Dimensions of Creative Processes," The Gifted Child Quarterly, Vol. 7 (4), (1963), pp. 150-156.

To investigate the relationships among pupil self-esteem, academic achievement, and creative thinking was the author's goal. He found that pupil esteem was slightly related to calm-acceptant classrooms. Knowledge-emphasis type of transaction was inversely related to pupil self-esteem. Flexibility and originality were inversely related to supportive receptive classrooms. Business-like transactions were related positively to academics and "acceptant-controlling" to originality.

Withall, J. "Assessment of Social-Emotional Climates Experienced by a Group of Seventh Graders as they Moved From Class to Class," Educational and Psychological Measurements, Vol. 12 (3), (1952), pp. 440-451.

A study to determine if differing classroom climates can be assessed on the basis of the Social Emotional Climate Index (SECI). Seven categories of teacher statements were used to determine the classroom climates. Seventh grade students were moved from class to class and observed for a week. The author found that students encounter differing psychological climates as they move from class to class. Also, there is a consistency in the kind of atmosphere a teacher creates in her classroom over a period of time.

DISSERTATION ABSTRACTS:

Ahlem, L. "The Relationships of Classroom Climate to Teachers' Knowledge of Pupils' Sociometric Status, Manifest Anxiety, Ability, Achievement, and Socio-economic Status," Dissertation Abstracts, Vol. 2307, (1962), p. 2413.

> The author sought to estimate classroom emotional climate to see how it is related to teachers' predictions of sociometric status, socioeconomic status, I.Q., achievement, and manifest anxiety of pupils. The sample consisted of 947 pupils in the seventh and eighth grades. The following instruments were used: four Sociometric Questions; Children's Anxiety Scale; California Test of Mental Maturity, and the California Achievement Test. Classes were observed to assess the emotional climate of each group. The Observation Schedule and Record (OScAR) (Medley and Mitzel) provided information about emotional climate and teacher behavior. From these data classrooms were classified as having BEST, AVERAGE, or POOREST classroom climate. The three OScAR scores interrelated substantially with each other and the subjective ratings of climate and quality of instruction. The author found that classroom climate can be measured with some degree of success. The relationships between climate and the variables listed in the problem, however, were not clearly defined.

Burnette, E. "Influence of Classroom Environment on Word-Learning of Retardates with High and Average Activity Levels," Dissertation Abstracts, Vol. 2304, (1962), p. 2004.

> A comparison of the effects of two different classroom environments (restricted and normal) on the word-learning ability of educable mentally retarded youths with two levels of motor activity. Forty subjects with I.Q. ranges of 50-80 (reading range 1-4) were distributed among two different classroom environments. The author's major conclusion was that different classroom environments did not have any significant effects on the learning ability of mental retardates.

Cureton, C. "The Relationship of the Student's Needs and the Teaching Environment to Academic Achievement," Dissertation Abstracts, Vol. 2509, (1964), p. 5105.

> To measure the relationship of the congruence and incongruence of the student's needs with the teaching environment to the learning process as measured by the student's grade point average, Sterns Activities Index (AI), and the College Characteristics Index (CCI) were administered. It was found that students with needs similar to the teaching environment do achieve significantly higher than students with dissimilar needs.

Fowler, B. "Relation of Teacher Personality Characteristics and Attitudes to Teacher-Pupil Rapport and Emotional Climate in the Elementary Classroom," Dissertation Abstracts, Vol. 2305, (1962), p. 1614.

> An investigation of the relationship between personality and attitude of teachers and teacher and pupil behavior and emotional climate in the elementary classroom. Fifty-three elementary teachers were the subjects of this study. The Russell Sage Social Relations Test was employed along with the following: interaction analysis; hostility-affection score card, Minnesota Teacher Attitude Inventory; Minnesota Multiphasic Personality Inventory, and a survey of educational leadership practices. It was found that objective recording of behaviors of teachers and pupils is possible and can be used as a criterion of teacher effectiveness. Personality characteristics and teacher attitudes are related to teacher and pupil behavior as well as classroom emotional climate. Pupil behavior is related to teacher behavior. Finally, it was found that emotional climate is rated more reliably by principals than 'teacher competence' is rated by principals.

Garrison, J. "The Effect of the Immediately Preceding Environment on Student Performance on Standardized Reading Tests," Dissertation Abstracts, Vol. 1704, (1957), p. 777.

> To determine the effect of certain situations immediately preceding a reading test on the performance of students in the test situation was the author's goal. Four fifth grade classrooms with 90 students and four sixth grade classrooms with 108 students were involved in the study. The students were subjected to four situations before taking a reading test: Normal Situation, a variety of learning activities provided, and supervised recess, etc.; Free Situation, permissiveness, free play, maximum of student selection; Restricted Situation, (opposite the free situation), severe teacher attitude; and Failure Situation, a period occurring just preceding the test when students worked on material too difficult for them. It was found that the free and restricted situations were associated with significant loss on fifth grade level, but this was not the case with the sixth graders. Failure situation was associated with significant loss on both levels. The students selected as insecure showed significantly greater losses in all situations than the group selected as secure. The hypothesis was supported at the .05 level of confidence that the immediately preceding situation produces a significant difference in the student's performance in a test situation.

Healy, A. "Effects of Changing Social Structure Through Child Leaders," Dissertation Abstracts, Vol. 23 (6), (1962), p. 2233.

A democratic social climate was established to change social structures in a democratic social climate through the use of trained leaders at the fifth grade level. Children were trained to fulfill democratic leadership roles by demonstration conferences and socio-drama. Fifty-eight subjects were involved for one year. The findings include: (1) changing social structures through child leaders at the fifth grade level appeared to influence academic achievement and social development favorably, (2) training democratic leaders at the elementary level seemed to contribute to successes at the junior and secondary levels.

Kasper, A. "A Study of the Relationships Among Classroom Climate, Emotional Adjustment, and Reading Achievement," Dissertation Abstracts, Vol. 1608, (1956), p. 1399.

A study of the relationships among classroom climate, emotional adjustment, and reading achievement. Twenty-one sixth graders were used as subjects. Withall's Technique was used along with the following: reading tests, behavior rating scales, sociograms, Draw-a-Person Test. It was found that good classroom climate improved emotional adjustment and lessened the number and seriousness of behavior problems. Improvement in reading did not result.

Wiesen, H. "An Investigation of Relationships Among Intelligence, Orgarizational Climate in the Classroom and Self-Concept as a Learner Among Ten and Eleven Year-Olds," Dissertation Abstracts, Vol. 2611, (1965), p. 6520.

The goal was to investigate the relationships among intelligence, organizational climate in the classroom and self-concept of ten and eleven year-olds. A hypothesis was developed which suggested that the self-concept of the learner varied in relation to the organizational climate in the classroom and in relation to the intellectual capacity of ten and elven year-olds. Four hundred and fifty pupils were involved. An instrument, Organizational Climate in the Classroom (OCIC) was developed. The Self-Concept as a Learner Scale (Bureau of Research, University of Maryland) was used. The California Maturity Test was also administered. Data tends to support the hypothesis that self-concept in a learner does very in relation to organizational climate.

PERIODICALS:

Chance, J. "Independence Training and First Graders," Journal of Consulting Psychology, Vol. 25 (2), (1961), pp. 149-154.

A study of the relationship between independence training and the achievement of first graders. Reading and arithmetic achievement scores were calculated for the subjects. Higher performance children had mothers who were late in independence demands.

Crandall, V., Dewey, R., Katkovsky, W., and Preston, A. "Parents' Attitudes and Behaviors and Grade School Children's Academic Achievements," Journal of Genetic Psychology, Vol. 104, (1964), pp. 53-66.

The authors examined parent and child interactions and related them to child's achievement. Interviews were held with both parents and I.Q. and achievement tests were administered to the sampled children. Parental attitudes and behavior were more significant for girls than for boys. Daughters, for example, who were high on achievement had mothers who were less affectionate and less nurturant. Also, girls with high performance had parents who were less prone to encourage and push them toward intellectual activity.

Drews, E., and Teahan, J. "Parental Attitudes and Academic Achievement," Journal of Clinical Psychology, Vol. 13 (4), (1957), pp. 328-332.

An investigation of parental attitudes and children's achievement. Parents were given the Parental Attitude Survey, and school achievement was judged by students' grades over the previous two year period. The authors report that mothers of high achievers in both the gifted and the average group were more authoritarian and restrictive. "The high achiever is a child who has a rigidly defined place within the home which he is expected to keep with docile acceptance." (p. 331)

Eichorn, D., and Jones, H. "Environmental Influences on Intelligence and Achievement," Review of Educational Research, Vol. 22, (December 1952), pp. 426-428.

A comprehensive review of environmental studies centering on environmental influences on intelligence and achievement.

Faris, R. "Sociological Factors in the Development of Talent and Genius," Journal of Educational Sociology, Vol. 9, (May 1936), pp. 538-544.

An analysis of personal histories of the development of certain talents by people considered genius. Factors held in common among subjects were: much observation and mental activity, strong interest in parents and other adults, exclusion by peers leading to solitary thinking, availability of cultural items in the home, and an orderly and rational environment.

Gill, L., and Spilka, B. "Some Nonintellectual Correlates of Academic Achievement Among Mexican-American Secondary School Students," Journal of Educational Psychology, Vol. 53 (3), (1962), pp. 144-149.

The Parental Attitude Survey by Shaben was administered to selected mothers. Academic performance using grade point average as a criterion, was established for the students. The California Psychological Inventory, the Sieger Manifest Hostility Scale, and the Jewell Anxiety Adaptation Scale were administered to the students. The findings show that domination by mothers affects girls positively and affects boys negatively.

Hurley, J. "Maternal Attitudes and Children's Intelligence," Journal of Clinical Psychology, Vol. 15, (1959), pp. 291-292.

A study of the achievement of gifted and average children. It was found that mothers of high achieving average children are more dominating while mothers of low achieving gifted children are less dominating.

Katkovsky, W., Preston, A., Crandall, V. "Parents' Achievement Attitudes and Their Behavior with Their Children in Achievement Situations," Journal of Genetic Psychology, Vol. 104, (1964), pp. 105-121.

The authors studied parent achievement attitudes and parent behavior with their children in achievement situations. The children were tested in the areas of intellectual skills, artistic abilities, physical activities, and mechanical skills. Parents' values, expectations, standards and satisfaction with performance is more frequently associated with daughters in the areas of intelligence and artistic skills and with sons in the areas of physical skills and mechanics. This relationship is clearest in the cross-sex pairs: mothers' values relate to sons' performance in physical skills and mechanics; fathers' attitudes and behaviors relate to girls' intellectual and artistic performance.

Levy, D. "Relation of Maternal Overprotection to School Grades and Intelligence Tests," Journal of Orthopsychiatry, Vol. 3, (1933), pp. 26-34.

Case records, observers' ratings and "social investigation"

designated the subjects who were overprotected. The pupil's reading and arithmetic ability were examined. Pupils maternally overprotected show marked acceleration in reading and a retardation in arithmetic.

Milner, E. "A Study of the Relationship Between Reading Readiness in Grade One School Children and Patterns of Parent-Child Interaction," Child Development, Vol. 22 (2), (1951), pp. 95-112.

The pupils were given a variety of mental maturity and reading tests. It was found that a variety of social factors influenced the child's reading readiness. Reading readiness was increased by (a) books available, (b) being read to by adults, (c) chances for emotional positive interaction with adults, (d) subjection to discipline, (e) opportunities for verbal interaction, (f) expression of parental affection, and (g) a controlling, limiting role on the part of the parent.

Moss, H., and Kagan, J. "Maternal Influences on Early I.Q. Scores," Psychological Reports, Vol. 4, (1958), pp. 655-661.

Maternal influences, such as I.Q., education level, and anxiety towards the child's development, were compared with the child's I.Q. scores. Home observations, I.Q. tests, background of mother's education and a scale to measure mother's concern towards child's growth were all used in the study. "Maternal acceleration" (i.e. "concern") correlated positively and significantly only for boys and only at the age of three. Maternal I.Q. and educational level correlated significantly for all age levels and for both sexes. Maternal acceleration correlates at a low level with mother's I.Q. and education level.

Rosen, B. "The Psychosocial Origins of Achievement Motivation," Sociometry, Vol. 22 (3), (1959), pp. 185-218.

In this study a child was given five tasks and the parents were told they could aid as they wished. It was observed that the fathers contribute more to independence training. Fathers are more likely to develop self-reliance, less likely to push, and give a greater degree of autonomy to children. The mothers are more likely to foster achievement training. They are more dominant, expect less self-reliance, have higher aspirations, greater concern about the child's success, and they reward with approval and punish with hostility.

Shaw, M. "Note on Parent Attitudes Toward Independence Training and the Academic Achievement of their Children," Journal of Educational Psychology, Vol. 55 (6), (1964), pp. 371-374.

The author examines parental attitudes toward independence

training and the academic achievement of their children. Both parents were interviewed and they were asked to complete the Independence Training Inventory by Winterbottom. The children's grade point averages and scores on the California Test of Mental Maturity were established. Parents of achievers make more clearly defined demands on their children and are concerned with developing independent decision making. They also expected their children to be more adult at an earlier age. Parents of underachievers, particularly fathers of male underachievers, are concerned with having their children learn to protect their personal rights.

Skeels, H. "The Relation of the Foster Home Environment to the Mental Development of Children Placed in Infancy," Child Development, Vol. 7, (1936), pp. 1-5.

The author studied the influence of environment in foster homes on children who were placed in foster homes when under six months of age. Seventy-three children at the mean chronological age of 2.5 months were given either the Kublman or the Stanford-Binet intelligence tests. Histories of true and foster parents including educational attainment, occupational status, and economic security were established. The author found: (1) that the mean level of intelligence is higher than would be expected for children coming from the educational, socio-economic and occupational level of the true parents, (2) that no relationship appeared between the intelligence of true mothers and that of the children, and (3) that a positive relationship between children's I.Q.'s and foster fathers' occupational status seems to be present as the age of the child increases.

Wellman, B., and Skeels, H. "Decreases in I.Q. of Children Under an Unfavorable Environment," Psychological Bulletin, Vol. 35, (1938), p. 715.

It was hypothesized that environment can affect I.Q. development. Several hundred cases were studied up to periods of three years. Some of these sampled children had pre-school education for several hours a day and others had no educational program at all. All the subjects lived in an orphanage. The group without pre-schooling lost in I.Q., and the group attending pre-school showed a trend toward normality.

DISSERTATION ABSTRACTS:

Body, M. "Anxiety in Pre-School Children and its Relationship to Some Aspects of the Home Environment," Dissertation Abstracts, Vol. 16, (1956), p. 2208.

An investigation of the influences of broken homes on the

anxiety test scores of pre-school children. Children from both broken and non-broken homes were asked to describe a series of pictures. Analysis showed that although few of the subjects were free from some sort of negative child rearing practice, pre-school children from broken homes were more likely to have adjustment difficulties.

Ellinger, B. "The Home Environment and the Creative Thinking Ability of Children," Dissertation Abstracts, Vol. 25, (1964), p. 6308.

The author attempted to determine whether there is significant relationship between the home environment and creative thinking in children. Interview techniques, and Warner's Index of Status Characteristics were used and correlated with creative thinking and mental ability tests. There were significant positive relationships between creative thinking and parents' intellectual interests and activities, library resources and those parents who read to their children. Coercive discipline was suggested as a negative factor. Girls were more influenced by environment than were boys.

Engler, R. "A Study of Familiar and Other Non-Intellectual Characteristics of Achieving and Under-Achieving Students," Dissertation Abstracts, Vol. 27, (1967), p. 2389.

The goal of this study was to determine which of eleven family and non-intellectual characteristics would differentiate ninth grade arithmetic and reading achievers and underachievers. Correlations were run of the following eleven variables and student achievement in arithmetic and reading; occupational level in the home, father's educational level, mother's educational level, average educational level, number of schools student had attended, number of siblings in the home, if others lived with family, if mother worked, and if home was broken. The author found that occupational levels, number of schools attended and if others lived with the family had a relationship to achievement in arithmetic and reading that was positive.

Monk, R. "A Study to Determine the Relationship between Children's Home Environments and Their School Achievement in Written English," Dissertation Abstracts, Vol. 19, (1958), p. 1619.

This study seeks to determine what factors in a home environment, if any, were related to school achievement in written English. The results indicate that parents and children who read at leisure have higher written achievement than those who do not. Positive correlations were also found with a variety of family activities, close family relations, and high status occupations.

SOCIO-ECONOMIC ENVIRONMENTAL FACTORS

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC):

Otto, J., and Veldman, D. "Administrative Controls in Public Schools and Effective Working Relationships," (1966) ERIC Number ED 011 085.

> The control structure in public school systems was related to the dimensions of organizational climate by investigating the relationships of elementary principals' and teachers' scores on two measurement instruments. The Organizational Climate Description Questionnaire and the McLeod Control Structure Description Questionnaire were administered to 38 principals and 684 teachers. The latter test contained eighty problem situations distributed equally into the four functional areas of educational program, developing personnel, managing the school, and community relations. It was found that there were significant positive relationships between and among the principals' allocations of scores on both tests and the teachers' allocations of scores on both tests. The general conclusion, however, was that principals and teachers do not use a common frame of reference for viewing their relationships to each other, and they see decision making and school climate from varied vantage points.

Paloli, E. "Organization Types and Role Strains - An Experimental Study of Complex Organizations," (1967) ERIC Number ED 011 343.

> An investigation of the relationship between contrasting organizational types created in the laboratory setting and the distribution of three types of role strains -- role uncertainty, role disparity, and role of incompatibility. The organization types studied differed in degree of specialization, emphasis on rules and regulations, amount of work pressure, number of formal administrative levels, clarity of goals, differentials in influence-authority-power, and amount of individual freedom. Initially, the two laboratory work organizations had identical structures, but after a specified time, one of the structures was experimentally changed to a contrasting type. Each laboratory unit employed ten persons, one of which was designated as the unit supervisor. Two work teams were developed within each of the two units. The laboratory experiment lasted for twenty working days. Four sources of data were used: (1) questionnaires, (2) recordings made by "naive" observers through a one-way mirror, (3) daily interviews with participants and observers, and (4) the project director's daily log of his observations. It was hypothesized that role uncertainty and

role disparity would be more frequent in a relatively unstructured organization, while role incompatibility would be more frequent in a more highly structured organization. Some support was found for these hypotheses. Furthermore, it was observed that emphasis on work rules was more directly associated with the frequency of role incompatibility than any other organizational feature, and that stratification emphasis and type of supervision were closely related to the appearance of each role strain.

PERIODICALS:

Barbe, W. "Study of the Family Background of the Gifted," Journal of Educational Psychology, Vol. 47, (May 1956), pp. 302-309.

An investigation of the background of almost 500 students in the Cleveland area who received a score of 120 or better on the Stanford Binet. The groups characteristics included: 52% female, 48% male, 2.6% Negro, 39% Jewish, upper middle-class. Subjects tended to be the only child or the first child, 40% of parental occupations were professional and 22.5% were clerical or sales personnel, 87.5% were reared by their true parents.

Cary, G. "Class Socialization Patterns and Their Relationships to Learning," School and Society, Vol. 94, (October 26, 1966), pp. 349-352.

Environmental conditions such as interaction patterns between the child and significant adults in the child's environment contribute to his evolving self-concept. The self-concept is important to self-esteem and influences motivation. Middle-class expectancies of behavior and achievement tend to undermine the self-concept of children from the lower socio-economic group who are not adequately prepared to cope with middle-class expectancies in the public school.

Cicirelli, V. "Religious Affiliation, Socioeconomic Status, and Creativity," The Journal of Experimental Education, Vol. 35, (Fall 1966), pp. 90-93.

The hypotheses of this study were: (1) there is no difference in measured creative ability between Protestant, Catholic and Jewish groups, and (2) there is no difference in measured creative ability between groups of different socioeconomic levels. About six hundred sixth graders of varying religious persuasions were given the Minnesota Test of Creative Thinking and an I.Q. test. Their socioeconomic level was determined from occupations and neighborhood. The hypotheses were basically proven. Creativity was the same for all groups.

Jews performed the best on the I.Q. tests. The higher socioeconomic group did best on non-verbal elaboration and I.Q..

Davenport, R., and Remmers. "Factors in State Characteristics Related to Average A-12, U-12 Test Scores," Journal of Educational Psychology, Vol. 41, (1950), pp. 110-115.

The study was concerned with the relationship between socio-economic variables on the state level and the average performance of men from these states on A-12, U-12 tests. About 300,000 volunteers in 1943 took officer candidate tests. The backgrounds of these men were then compared. The results indicated that those doing well on the test were from rich backgrounds, urban areas and non-southern locations of the United States.

Davis, A. "Socioeconomic Influences upon Children's Learning," Phi Delta Kappan, Vol. 32, (January 1951), pp. 253-256.

The author compares low and middle-class children and concluded that lower class children are nursed longer and allowed more time for toilet training; are anxious, and are concerned with basic necessities. Also, the middle-class children are more pressured to conform and achieve in school.

Deutsch, M. "Early Social Environment and School Adaptations," Teachers' College Record, Vol. 66 (8), (1966), pp. 699-706.

Contains numerous suggestions for assisting the lower-class child in readiness for school.

Eargle, Z. "Social Class and Student Success," High School Journal, Vol. 46, (February 1963), pp. 162-169.

The study is concerned with the relationship between a child's social class and his success in school. Middle grade school teachers were asked to select ten students they most preferred and ten students they least preferred. The academic achievement and social-economic records of these students were investigated. Those children of high social class were most often preferred; those of low social class were least preferred. Also, there was a high positive correlation between academic achievement and teacher preference.

Filmer, H., and Kahn, H. "Race, Socioeconomic Level, Housing, and Reading Readiness," The Reading Teacher, Vol. 21, (November 1967), pp. 153-157.

This is a study of the relationship of race, socioeconomic levels, and housing to the reading readiness of entering first

graders. The Metropolitan Readiness Test scores of children from census figures demonstrating low and middle level socio-economic area as well as white and non-white populations were used. Neither race nor socioeconomic level taken independently is highly related to reading readiness performance. When housing, socioeconomic level and race are all considered together, there is a strong positive relationship to reading readiness. Housing particularly had a high positive relationship to reading readiness.

Hill, E., and Grammatteo, M. "Socio-Economic Status and its Relationship to School Achievement in the Elementary School," Elementary English, Vol. 40, (March 1963), pp. 265-270.

An investigation of socioeconomic status and its relationship to vocabulary achievement, reading comprehension, arithmetic skills, and problem solving. This study strengthened the accumulative evidence that socioeconomic status affects scholastic achievement.

Kessler, J. "Environmental Components of Measured Intelligence," The School Review, Vol. 73, (Winter 1965), pp. 339-358.

The author offers a review of some of the literature concerning environment and child development. A bibliography is also included. The review suggests that pre and post natal nutrition affects I.Q., as does mother's emotional state. Maternal care is superior to institutional care in developing intelligence. Socioeconomic background affects language development, curiosity and anxiety.

Murphy, L. "Child Development Then and Now," Childhood Education, Vol. 44, (January 1968), pp. 302-306.

The author maintains that contrary to previous thought that childhood developed naturally, it is now seen that the needs of very deprived children are deeper and more inclusive than the needs of well-fed, well-stimulated children. Such factors as an adequately rich sensory motor environment, a reliable time-space structue, active and supporting mother-child relationship are missing in poverty environments.

Olim, E., Hess, R., and Shipman, V. "Role of the Mother's Language Styles in Mediating Their Pre-School Children's Cognitive Development," The School Review, Vol. 75 (4), (1967), pp. 414-424.

The authors investigated language styles and compared them to socio-economic status groups. Negro mothers were asked to teach their child a task. Conceptual and aptitude tests were administered to the children. Children whose mothers

show a preference for imperative-normative control techniques score lower than those whose mothers employ personal-subjective and/or cognitive rational techniques. Mother's high elaboration in language was associated with superior cognitive performance in the children. Mothers oriented toward status normative and who tended to use restricted language styles tended to be more from lower socio-economic status groups.

Schutz, R. "Factor Analysis of Academic Achievement and Community Characteristics," Educational and Psychological Measurements, Vol. 20 (3), (Autumn 1960), pp. 513-518.

The author extended the Davenport and Remmers study (1950) from the state level to the community level. Community variables were investigated and compared to academic achievement. Eighty-four communities in thirty states were described along twenty indices and then compared to school achievement. Five orthological factors were determined: (1) urban-financial, (2) intellectual climate, (3) economic stability, (4) community academic achievement and (5) low socioeconomic status. Suggests that high education achievement is possible in widely varying communities.

Shaw, M. "Relation of Social Economic Status to Educational Achievement, Grades 4-8," Journal of Education Research, Vol. 37, (November 1943), pp. 197-201.

Investigates the degree to which socioeconomic status is related to academic achievement. The Sims socioeconomic score card and the Stanford Achievement Test were both employed. A fairly substantial positive relationship between socioeconomic status and academic achievement was found. The study also includes a brief review of some significant studies concerned with this research topic.

Shipman, V., and Hess, R. "Conceptual Development in Pre-School Children: Effects of Home and Family," The New Elementary School, (1968) ASCD-NEA.

The study undertakes to discover the relationship between concept development and family language and attitudes. The study elicited language of Negro mothers in lower, middle and upper socioeconomic classes. Task behavior and story telling between parent and child were recorded. The findings indicate that social system and class affects language used within families. Language shapes child's cognitive development. The lower class mother has few life options, and this is conveyed to children through language. For example, discriminating words were avoided for the more general words. Weighing alternatives and reflective thinking were also avoided.

Smith, M. "Interpersonal Relationships in the Classroom Based on the Expected Socioeconomic Status of Sixth Grade Boys," Teachers' College Journal, Vol. 36, (March 1965), pp. 200-206.

> The purpose of this study was to discover if teachers have different occupational expectations of their students which might influence teacher behavior. Questionnaires were used to determine what occupations teachers believed their students would eventually have. Teacher behavior in the classroom was then observed and recorded. Teacher behavior was directly related to the status of the occupations they believed their students would have. Students in the same room, therefore, were in fact in different social-psychological subenvironments.

Strang, R. "Child's Environmental Background," National Elementary School Principal, Vol. 19, (1940), pp. 281-289.

> The author discusses the variety of pressures and influences operating in the child's environmental background. She treats the cultural trends such as technological change, specialization and urbanization, the specific social influences of parent, siblings, school, and social group, and the psychological complexity of environmental factors. The author concludes that studying cultural, social, and economic factors in relation to the child's development is beneficial in two ways: (1) such study helps in understanding the culture of our people, and (2) a knowledge of the effects of specific home and school conditions upon the personalities, and conduct of growing children supplies the best basis for curriculum revision and reorganization of methods of instruction and school control.

Swift, D. "Family Environment and Eleven Plus Success: Some Basic Predictors," British Journal of Educational Psychology, Vol. 37, (February 1967), pp. 10-21.

> A study of middle and lower class students in England who were taking the eleven plus exam. The results were compared to five factors: attitude, economic status, structure, parental education and parental occupational status. The results of achievement when compared to the exam results varied, and the author concludes that a simple economic determinant of "middle" or "lower" class is only doubtfully valid in describing values, life orientations and the like.

Thorndike, R. "Community Variables as Predictors of Intelligence and Academic Achievement," Journal of Educational Psychology, Vol. 42, (October 1951), pp. 321-338.

> The problem undertaken was to compare community characteristics

with educational achievement. The Metropolitan Achievement Test was administered to sixth graders in thirty cities of various size. The 1940 census was used to determine community characterisitcs. High positive correlations were found between achievement and parents' education level and the quality and cost of homes.

Torgoff, I. "Personality and Social Development: Societal Influences," Review of Educational Research, Vol. 31, (December 1961), p. 475.

The review includes several studies concerned with the relationship between socioeconomic levels and student characteristics. For example, Torgoff determined that middle-class parents emphasized earlier achievement and independence than did lower-class parents. Wilson found that the percentage of lower-class children who desire to attend college increases when they are placed with middle-class children. Pierce and Jones found that adolescents with high socioeconomic backgrounds were more intellectually inclined, and less outdoors and mechanically inclined. Hoffman, Mitsos and Protz found a lesser degree of achievement striving among lower-class children than among middle-class children.

Tuel, J., and Shaw, M. "Development of a Scale to Measure Attitudinal Dimensions of the Educational Environment," Educational and Psychological Measurement, Vol. 26, (Winter 1966), pp. 955-963.

The authors identified those factors students, parents, principals, teachers and counselors want in the school. A scale was developed, called the School Opinion Survey, which surveyed values, objectives and techniques desired in a school. It was administered to a sample of the above listed subjects. In order of importance, the factors esteemed most important were: individualization, intellectual development, relativity and changeability of knowledge, individual attention, group activities, professionalization of the field of education, extra curricular (nonacademic) activities, academic discipline (preparation for college), objectivity in techniques, and strict discipline and conduct.

Worley, S., and Story, W. "Socioeconomic Status and Language Facility of Beginning First Graders," The Reading Teacher, Vol. 20, (February 1967), pp. 400-403.

A study to determine to what degree entering first grade children of low socioeconomic status differ in language ability from entering first grade children of high socioeconomic status. Children in a Nevada community were selected, half from a low and the other half from a high

socioeconomic area. The Illinois Psycholinguistic Abilities Test was administered. The mean score of the low socioeconomic group was five years and eleven months. The mean score for the high socioeconomic group was seven years and one month.